Formative Assessment Task

2nd Grade: Measurement and Data

### 2. MD. 1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

**Materials and Directions:**

1. Gather a variety of objects all less than 1 foot in length, such as a pencil, a crayon, a marker, a school box and piece of yarn.
2. Give the student a ruler with inches on one side and centimeters on the other.
3. Ask student to measure each object to the nearest ½ inch AND the nearest centimeter.

**Considerations:**

* Observe the student lines up the end of the object with the end of the ruler.
* Observe that student correctly uses the inch side of the ruler what asked to measure inches and the centimeter side when asked to measure centimeters.

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| Teacher notes:  Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.  Selecting an appropriate tool for measuring is an important life-skill. Understanding that length is the difference between two points allows us to use any tool flexibly. Students do not need to line up one end of a 6 inch pencil with the 0 on the ruler to find that it is 6 inches long. It is important that students investigate starting with any number on the ruler and subtracting the difference between the beginning and ending points.  Students who demonstrate mastery can accurately measure objects using both inches and centimeters.  Students who need improvement may measure with centimeters instead of inches and vice versa. Or students who need improvement may not begin a 0 on their ruler and obtain an incorrect answer because they do not find the difference between the beginning and ending points |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |